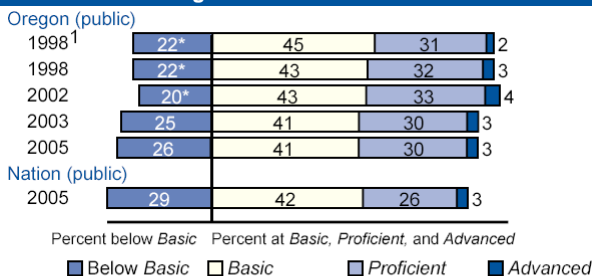


The National Assessment of Educational Progress (NAEP) assesses reading in three content areas: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Oregon

- In 2005, the average scale score for eighth-grade students in Oregon was 263. This was not significantly different from¹ their average score in 2003 (264), and was not significantly different from their average score in 1998 (266).
- Oregon's average score (263) in 2005 was higher than that of the Nation's public schools (260).
- Of the 52 states and other jurisdictions² that participated in the 2005 eighth-grade assessment, students' average scale scores in Oregon were higher than those in 19 jurisdictions, not significantly different from those in 15 jurisdictions, and lower than those in 17 jurisdictions.
- The percentage of students in Oregon who performed at or above the NAEP *Proficient* level was 33 percent in 2005. This percentage was not significantly different from that in 2003 (33 percent), and was not significantly different from that in 1998 (35 percent).
- The percentage of students in Oregon who performed at or above the NAEP *Basic* level was 74 percent in 2005. This percentage was not significantly different from that in 2003 (75 percent), and was smaller than that in 1998 (78 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 242 or lower; Basic, 243–280; Proficient, 281–322; Advanced, 323 or above.

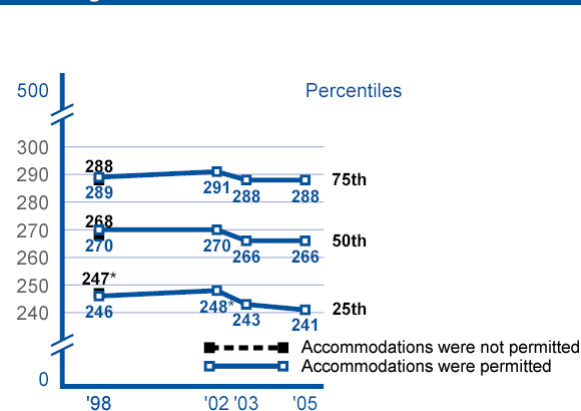
Performance of NAEP Reporting Groups in Oregon

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	50	258	31	69	28	2
Female	50	268	21	79	37	4
White	77	267	22	78	36	3
Black	3	245	47	53	18	1
Hispanic	11	245	47	53	15	1
Asian/Pacific Islander	5	267	24	76	35	6
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	32	252	38	62	21	1
Not eligible for free/reduced-price school lunch	65	269	21	79	38	3

Average Score Gaps Between Selected Groups

- In 2005, male students in Oregon had an average score that was lower than that of female students by 10 points. This performance gap was narrower than that of 1998 (17 points in favor of females).
- In 2005, Black students had an average score that was lower than that of White students by 22 points. Data are not reported for Black students in 1998, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, Hispanic students had an average score that was lower than that of White students by 23 points. In 1998, the average score for Hispanic students was lower than that of White students by 32 points.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 16 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 19 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 43 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (4% nationally in 2005) and English language learners (1% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1998–2005 Reading Assessments.